

# Indiana's Response to Intervention Academy



## School-wide Positive Behavior Support with *Cultural Competence*

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May 13, 2009

# Components to Consider

- ❑ Leadership
- ❑ Evidence-based core curriculum, instruction, & interventions/extensions
- ❑ Assessment and progress monitoring system
- ❑ Data-based decision making
- ❑ Cultural responsiveness
- ❑ Family, community & school partnerships

# Integrated System for Academic and Behavioral Supports

## Tier 3:

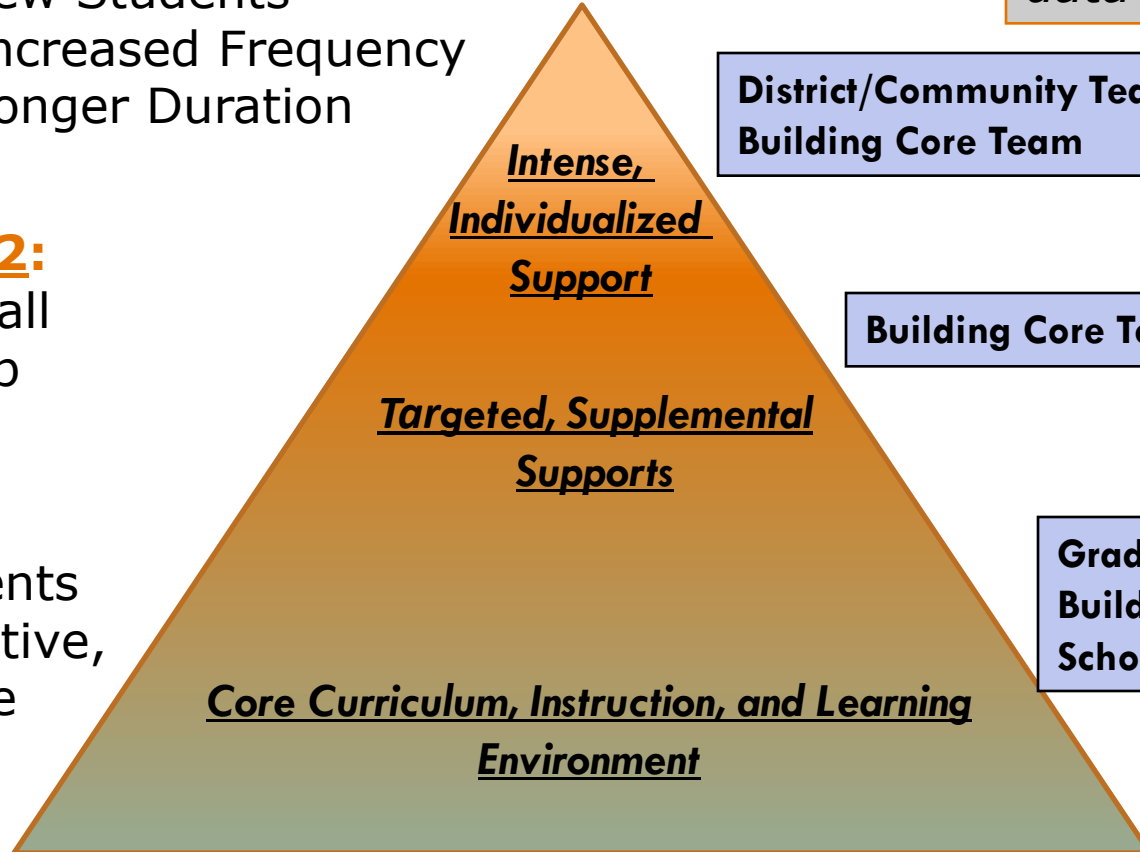
- Few Students
- Increased Frequency
- Longer Duration

## Tier 2:

- Small Group

## Tier 1:

- All Students
- Preventative, Proactive



District/Community Team  
Building Core Team

Building Core Team

Grade Level Teams  
Building Core Team  
School Improvement Team

*Services across tiers are fluid and data-driven*

## Preview: Connecting My Presentation to Indiana's Vision of RTI

- ❑ Year ONE SWPBS Primary Prevention Training would be considered part of your *core curriculum*
- ❑ Year ONE four day training supports **ALL** students and is **preventative** and **proactive**
- ❑ Year TWO Training supports Tier 2 and 3 interventions
- ❑ ALL six core components are a part of effective implementation of the SWPBS framework

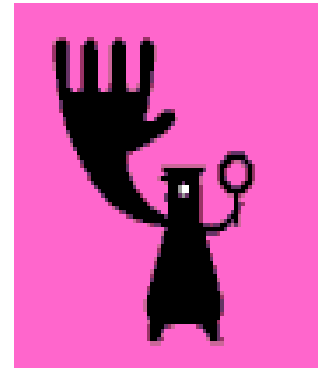


Thank you for being on time!

## Opening Activity:

**Think about your school rules.  
Write one of the rules on a half sheet.  
Post your half sheet on the stickee-wall.**

Then return to your seat and watch for the  
“hand signal” to begin our session.



# *School-Wide Positive Behavior Support with Cultural Competence*

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## **An Overview**

Developed by the Indiana State Improvement Grant  
(IN-SIG) Team supported by the USDOE/OSEP/IDOE  
Center for Exceptional Learners  
2009

# Today's Objectives

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- *Understand concepts of SWPBS and the essential components that provide behavioral support to all students*
- *Understand how SWPBS can help address disproportionality in suspensions and expulsions*
- *Examine the importance of culturally responsive behavioral and academic support for all students*
- *Examine research to share with school staff*

# SWPBS Training Expectations

Be a PRO


Prepared

Respectful

Open to Learning

Developed by the Indiana State Improvement Grant (IN-SIG) Team supported by the USDOE/OSEP/IDOE  
Center for Exceptional Learners 2009



SWPBS Training Expectations	During Training Sessions
Prepared	Complete pre-session work
Respectful	<p>Silence cell phones</p> <p>Attend to the speaker</p> <p>Respond to the regrouping cue</p> <p>If necessary, leave the room quietly</p> 
Open to Learning	<p>Ask questions</p> <p>Participate in discussions</p> <p>Record insights to share with group</p>

# Do any of these sound familiar?

*“Brandon, you skipped 2 school days, so we’re going to suspend you for 2 more.”*

*“Tonya, I’m taking your book away because you obviously aren’t ready to learn.”*

*“You want my attention?! I’ll show you attention. Let’s take a walk down to the office and have a little chat with the Principal.”*

*“No homework again? That’s it; go to ISS and get it done.”*

*“So Tony, what you are saying is, you were tardy in Math because you weren’t in your seat with your book open, but in English, you were counted on time as long as your foot was in the door?”*

We can't solve problems by using  
the same kind of thinking we used  
when we created them.

Albert Einstein

# What is SWPBS...

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- A system or **framework**
- **Proactive** strategies for **defining, teaching** and **supporting** appropriate student behaviors
- **Continuum** of support for **ALL** students
- **Research-validated practices** linking teaching and learning

# SWPBS with Cultural Competence

- SWPBS is a **framework** that builds upon what you are already doing well
- SWPBS with **Cultural Competency** helps create a **school climate**:
  - That is conscious of working across cultures, age, race, gender, socio-economic background
  - That bridges the disconnect between expectations of family, neighborhood, and school
  - Where diversity of the school community is not only recognized, but heard and valued
- SWPBS with Cultural Competence **reflects**:
  - The staff
  - The students
  - The students' families
  - The community

# THE WHY

## RESEARCH READING ACTIVITY

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*“Safety Without Suspensions”*  
*(Russ Skiba and Jeffrey Sprague, 2008)*

*Read the article and highlight 2-3 statements.*

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# First Turn/Last Turn Triads

- First person/**First Turn**: Share one of your statements—but do not comment on it
- Group members comment in round-robin order about the statement with no cross-talk
- First person/**Last Turn**: Share your *thinking* about the statement you chose
- Repeat the pattern

# Why SWPBS...

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- Exclusion and punishment are ineffective at producing long-term reduction in problem behavior (*Costenbader & Markson, 1998*)
- Some forms of punishment may actually be rewarding and maintain problem behaviors. (*Gresham 1991; March & Horner 2002*)



# Problems with Typical Strategies

- Punishing problem behaviors (without a proactive support system) is associated with increases in aggression, vandalism, truancy, and dropping out.
  - (Mayer, 1995)
  - (Mayer & Sulzar-Azaroff, 1991)
  - (Skiba & Peterson, 1999)
  - (March & Horner, 2002)

# Why SWPBS...

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## Time

- More instructional time for students and teachers
- Less teacher and administrative time spent on office referrals

## How much time????

George Sugai ([pbis.org](http://pbis.org)) relates the story of one high school with 880 students that reported over 5,100 office discipline referrals in one academic year. Two out of every three students in this school have received at least one office discipline referral.

# Add up the days

5,100 referrals = avg. 15 min/referral =

76,500 min

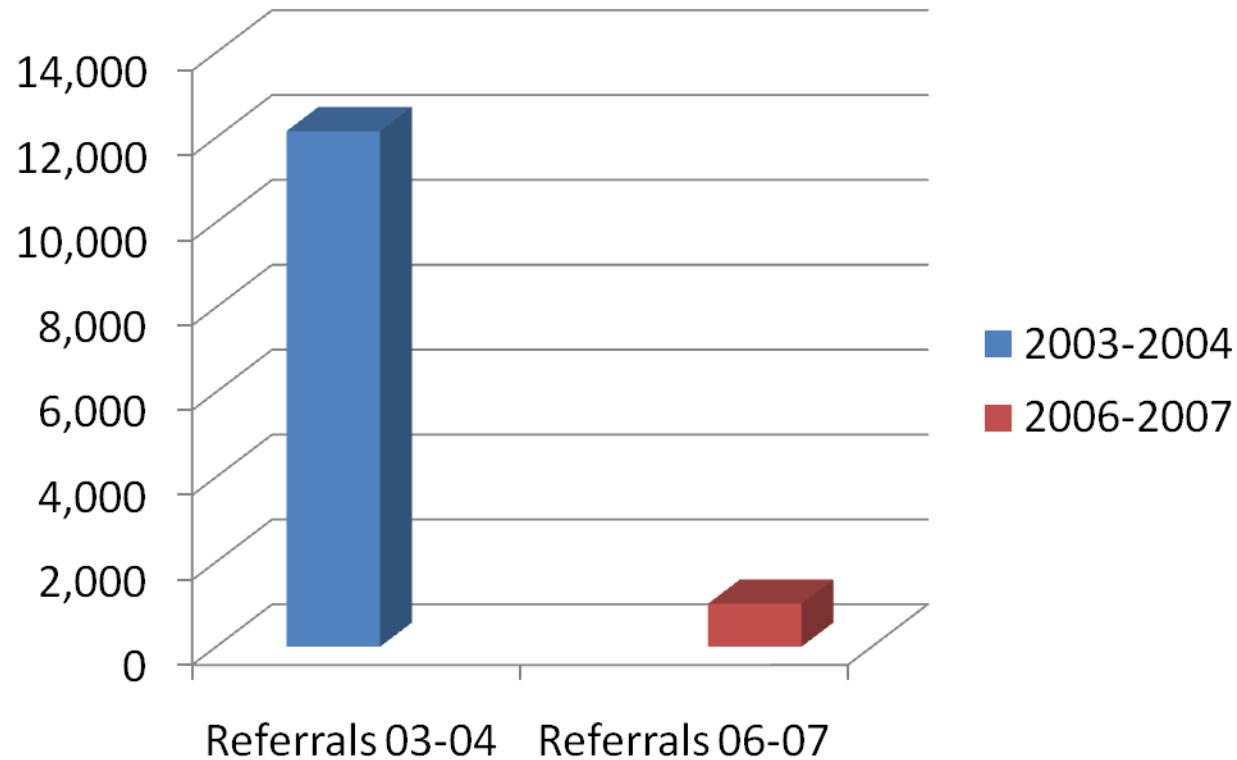
1,275 hrs

159 days(@ 8 hrs)

# Krueger Middle School

## Michigan City, IN

### Office Referrals



# ***ODR Instructional Benefit***

2004-2005    1863

2005-2006    1019

= 844

45% improvement

= 37,980 min. @ 45 min/referral

= 633 hrs

= 105 days Instruction time

# COST/BENEFIT ANALYSIS WORKSHEET

Enter info below

Time Regained

School name	
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Number of referrals for last year	
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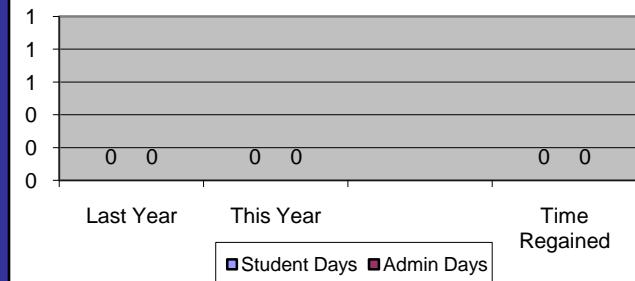
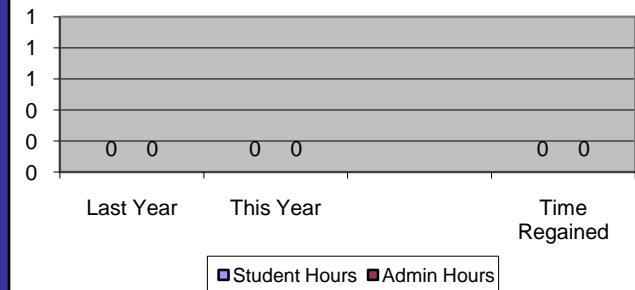
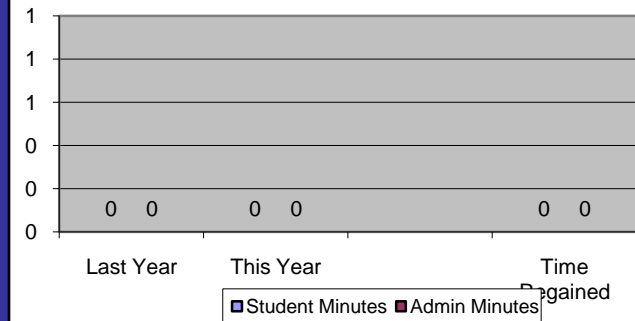
Number of referrals for this year	
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Average # of minutes student is out of class due to referral	
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Average # of minutes administrator needs to process referral	
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	Student	Administrator
Minutes	0	0
Hours	0	0
Days	0	0

[www.pbismaryland.org](http://www.pbismaryland.org)



# ***Challenging Behaviors Increase***

## **When...**

- **Instruction** is **ineffective** and leads to student failure
- There is a **failure** to **individualize instruction** and accommodate for individual differences
- Management practices are **inconsistent** and **punitive**
- Opportunities to learn and practice **pro-social** interpersonal and **self-management skills** are **few**
- Rules and **expectations** regarding appropriate behavior are **unclear**

(Colvin et. al., 1993; Mayer 1995)



# ***Desirable Behaviors Increase***

## **When...**

- Teaching and learning environments are regular, **predictable**, and **positive**
- Instruction matches **individual needs** and styles
- Adults and peers provide **positive models**
- School practices promote **personalization**
- Positive reinforcement is **frequent**
- **Success** is defined in terms of **academic** and **social** development

# Integrated System for Academic and Behavioral Supports

Cultural  
Responsiveness  
/Family &  
Community  
involvement  
throughout

Services across tiers are  
fluid and data-driven

## Tier 3:

- Few Students
- Increased Frequency
- Longer Duration

Intense,  
Individualized  
Support

District/Community Team  
Building Core Team

## Tier 2:

- At-Risk Students
- Small Group

Targeted, Supplemental  
Support

Building Core Team

## Tier 1:

- All Students
- Preventative,  
Proactive

Core Curriculum, Instruction, and Learning  
Environment

Grade Level Teams  
Building Core Team  
School Improvement Team

# Why SWPBS...

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## The Link-Behavior/Academics

- The academic and behavior link is clear: Good instruction is one of our best behavior management tools, and preventive behavior management is one of our best instructional support strategies.
- *(National Center on Positive Behavioral Interventions and Supports, Center on Behavioral Education and Research, University of Connecticut, 2006)*

# Why SWPBS...

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## The Link-Academic/Behavior

- Improvements in student behavior and school climate are related to improvements in academic outcomes.

*(Fleming et al., 2005; Kellam et al., 1998; McIntosh et al., 2006; Nelson et al., 2006; Nelson et al., 1996; Wentzel, 1993.)*

# Who participates in SWPBS...

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- All students
- All school personnel
- Families
- Communities

Developed by the Indiana State Improvement Grant (IN-SIG) Team supported by the USDOE/OSEP/IDOE  
Center for Exceptional Learners 2008

# Six Components of SWPBS

- 1) **Select and define expectations** and routines that are observable, acknowledgeable, and teachable (OAT)
- 2) **Teach** behaviors and routines directly in all settings
- 3) **Actively monitor** behavior; move, interact, scan (MIS)
- 4) **Acknowledge** appropriate behavior  
Predictable/Intermittent/Long-term
- 5) Review **data** to make decisions
- 6) **Correct** behavioral errors  
Pre-correction/Boosters/De-escalation/FBA

# Expectation Examples

## The 3 Be's

Be respectful  
Be responsible  
Be ready to learn

### HIGH 5'S

**Be respectful**  
**Be there, be ready**  
**Be a problem-solver**  
**Follow directions**  
**Hand & feet to self**

## SOAR

**Safe**

**Organized**

**Accountable**

**Respectful**

### Four For Life

*Are you ready for life?*

- Be Safe
- Be Responsible
- Be Respectful
- Be on Time

	<b>SAFE</b>	<b>ORGANIZED</b>	<b>ACCOUNTABLE</b>	<b>RESPECTFUL</b>
<b>Cafeteria</b>	*walk *sit while eating *in own space	*get supplies *eat first, visit last *clean-up when done	*only take what you need	*be kind and friendly *say please and thank you
<b>Hallway</b>	*walk on the right *face front *in own space	*carry materials appropriately	*Keep locker space clean	*use a Level One voice
<b>Playground</b>				
<b>Dismissal</b>				
<b>Restroom</b>				



+ If many students are making the same mistake, consider changing system....not the students

+ Start by teaching, monitoring & rewarding...before increasing punishment

# Teaching Academics & Behaviors

Define—simply

Model

Practice—in the setting

Monitor & Acknowledge--continuously

Adjust—using data

Learning & teaching  
environments  
must be redesigned to  
increase the  
likelihood of **behavioral &  
academic success**

# Redesigning

=Equals=

# Turning It Around

With

# School-wide Positive Behavior Support!

# Take Home: Connecting SWPBS with *Cultural Competence* to Indiana's Vision of RTI

- ❑ Leadership
- ❑ Evidence-based core curriculum, instruction, & interventions/extensions
- ❑ Assessment and progress monitoring system
- ❑ Data-based decision making
- ❑ Cultural responsiveness
- ❑ Family, community & school partnerships

# References

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- [www.pbis.org](http://www.pbis.org)
- [www.successfulschools.org](http://www.successfulschools.org)
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- Skiba, R., & Sprague, J. (2008). Safety Without Suspensions. *Educational Leadership*, 66(1), 38-43.